**Name**: Solution-focused Group Counseling **Grade Level:** 3

**Topic:** Anxiety **Date/Allotted Time:** 45 minutes

**Special Preparations/ Materials or Resources:** Pre-cut paper strips 3x8 inches, enough for 5 for each person, several staplers, crayons for each child, worksheets – 3 for each child.

**Purpose/Rationale for the lesson:**

1. To make the connection between thoughts and anxiety more visible to the child.
2. Shows connection between the freedom to make a choice, and empowers them to make choices to overcome their anxiety by building on the positive to eliminate the negative.

**Learning/tool kit Objectives for the lesson:**

1. Use Goal Diaries to review progress of the past week.
2. Accentuate the positive, eliminate the negative.
3. Do more of what works and stop doing what doesn’t work. Provide a mental tool kit of solutions to effectively deal with anxiety.

**Developmental level of students:** Grade 3 (age 8-9)

At this age, children are learning to work in groups and developing the ability to get along with others and continuing to understand consequences of the their own and others’ behavior. They are interested in playing in a group and show enthusiasm for most physical activities. Third-graders are continuing to expand their understanding and use of language to clarify thinking and learning, and may combine writing and drawing to convey meaning (Puckett and Black, 2000).

**Key questions:**

1. What are some of your strengths?
2. What kind of things do you think before you feel anxious?
3. Tell me about a time when things went really well, and what were your thoughts then?
4. What is one goal you can think of to help you change how you think about your anxiety?
5. What are a few changes that might happen as a result of you “thinking a little differently?”
6. What is the most important thing you learned in this group and who taught you that?

**Procedures:**

1. **Anticipatory set:**  **Time: 15 minutes**

* **Goal Diary.** Students spend 3 minutes writing in Diary and scaling their progress toward their goal.
* **Ice breaker: Chain Gang**

**Chain Gang**

“Begin by asking students "Who can do something really well?" After a brief discussion about some of the students' talents, pass out paper and ask students to write down five things they do well. Then provide each student with five different-colored paper strips. Have each student write a different talent on each separate paper strip, then create a mini paper chain with the strips by linking the five talents together. As students complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates -- for example, all the students have talents; all the students have things they do well; together, the students have many talents; if they work together, classmates can accomplish anything; the class is stronger when students work together than when individual students work on their own. Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits of teamwork.” (Woodward, 2000)

This activity also displays strengths in a tangible manner, that can be displayed for the group to see each time they come in. This focuses on accentuating the positive.

* What was your favorite strength in someone else? Yourself?
* What was the first strength you wrote down?
* Do you see think about yourself in a more positive way now?
* Was this easy for you?
* How do you think these strengths will help you reach your goal?
* What was strength was the hardest for you to think of?
* Who in your life see’s these strengths in you?

Kimberlee Woodward, substitute teacher, Waterford, Michigan

(http://www.educationworld.com/a\_lesson/lesson/icebreakers\_for\_kids\_2.shtml)

1. **Body of the lesson: Time: 25 minutes**

* **Thoughts & Anxiety**
* Materials: Bad, Less, No Anxiety worksheets
* Handout the More Anxiety worksheet. Ask students to imagine what it is that brought them to group (the problem) and to write words associated with that feeling on the body, and have them color the body in a way that reflects their thoughts and feelings. During the exercise, ask them the group to stop and think how what they are thinking is making them feel.
* As you do this worksheet and think about the problem, what are you feeling?
* When they have completed that work sheet, have them move on to the Less Anxiety worksheet. Ask them to write one of their strengths down on the worksheet, and to think about how that makes them feel. Then have them complete the worksheet thinking about their strength, and how they feel focusing on that. They will need to use words to describe their feelings, and to color the body to reflect that as well.
* Did thinking about a strength you had change how you felt?
* Do you think that will be a good tool to use in the future when you encounter anxiety again?
* Upon finishing that worksheet have students move onto the No Anxiety worksheet. Instruct them to write all 5 of the strengths they identified about themselves in the ice breaker on the worksheet, and then have them add any other strength (or talent, anything positive that they like about them) they realized about themselves or even ones they would like to have on the body. Thinking about how that makes them feel have them write words to describe their feeling, and color the body to reflect that as well. This is their ultimate anxiety free miracle.
* How great does it feel to be free of anxiety?
* Does it feel good to be you?
* Do you think you can think about yourself and remember all your strengths the next time you feel anxious or encounter the problem?

1. **Closure: Time: 5 minutes**

* Individual assessment (use 1-10 scale in Goal Diary). Students will copy down their goal into folder.
* **Homework (Finding strengths!):** For the next week, students will take home their “Less Anxiety” worksheet and add strengths that they realize, discover, or are pointed out by someone else. They will only record their successful thoughts.

1. **Assessment** (use 1-10 scale):  **Time:**
2. **Modifications/Adaptations:**

**Reflections:**